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ABSTRACT

This report provides data on withdrawal and success rates and grades earned in fall 1996 at the five campuses of Pima Community College (PCC) in Arizona. Following a literature review on national course grades, descriptions are provided of the following: (1) grades and withdrawals for 1981, 1986, 1991, and 1996, indicating that the number of A grades has increased from 29% in 1981 to 32% in 1996; (2) a comparison of grades by PCC campus, indicating that the Community Campus awarded the highest percentage of A's; (3) grades by ethnic group, indicating that 57% of the grades awarded to Anglos/Others were A's and B's, compared to 53% for Asian Americans and 41% for Native Americans; (4) grades by gender, revealing higher success and lower withdrawal rates for females than for males; (5) grades by age group, noting that students over 40 earned the highest percentage of A's at almost 50%; (6) grades by veteran, Pell Grant, day/extended day and occupational/non-occupational status. Appendix A provides six tables showing the number and percent of grades awarded for fall 1992-1996 both district-wide and by campus, while Appendix B provides seven tables on the numbers and percentages of grades awarded in fall 1996 by ethnicity, gender, age, veteran status, Pell Grant status, day/extended day classes, and occupational and non-occupational classes. (ECF)

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Analysis of Fall 1996 Course Grades

by

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Analysis of Fall 1996 Course Grades

Introduction

This report summarizes Pima Community College's (PCC's) Fall 1996 distribution of course grades. It includes analyses of course grades over the last five years by campus, ethnicity, and age group. In addition, the tables in the appendices present Fall 1996 course grade distributions by gender, Veteran status, Pell Grant status, day/extended-day status, and occupational/non-occupational class category.

This report defines "Total Successes" to include A, B, and C grades, but not D grades since the latter do not transfer to other institutions and do not count toward graduation if they are earned in a core course. Postsecondary institutions have tended to include D grades in the category, "Passing Grades," but to exclude them from the "Success Category." The graphs depict the distribution of all grades (A, B, C, P, D, F, I, W, Y) rather than the grouping of grades into two categories, "Successes" and "Withdrawals," used in reporting course grades before 1994. In determining the proportion of specific grades awarded, all grades were counted, including W's and Y's.

Review of the Literature

A review of the literature on course grades revealed several recent national trends. Women are earning higher grades, as measured by GPA and frequency of passing grades, than men. In addition, the GPAs and course passing rates of older students (age greater than 25) consistently have been higher than those of younger ones (Diehl, P., Office of Institutional Research and Analysis, Prince George's Community College, Course Pass Rates in Fall 1996, EA 97-4, February, 1997, p. 5).

When compared to Whites/Anglos or Asian American students, African American, Hispanic, and Native American students have lower grades as measured by total GPA (Slark, J., Pathways of Student Persistence and Performance at RSC, Annual Report, ERIC Document, ED370655, May 1,1994). At Prince George's Community College, the pass rates for Blacks has been consistently lower (range of 72% - 74%) than Whites (range of 80% - 81%) over the last five years (Diehl, P., Office of Institutional Research and Analysis, Prince George's Community College, Course Pass Rates in Fall 1996, EA 97-4, February, 1997, p. 5). A 1992 study at PCC that included an

examination of the cumulative 4-year GPAs for new-to-higher-education students who entered PCC in Fall 1988, found differences among ethnic groups. The average GPAs were as follow:

Native American - 2.78
African American - 2.56
Asian American - 3.03
Hispanic - 2.69
Anglo/Other - 2.93 (Pima Community College Institutional Research Office, A Longitudinal Study of Minority Student Retention and Transfer Success, March 1993, p. 31).

It should be noted that often the minority student (African American, Hispanic, or Native American) enters postsecondary education with deficiencies in academic skills (Belcher, M., College Preparatory Instruction Study Results From Legislative Request, ERIC Document, ED348112, May 1, 1992), and these deficiencies may be leading to the lower grades.

Another variable influencing grading outcomes is the employment status of the instructor. The research suggests that adjunct faculty grade more easily (give more A's and B's) than full time instructors (Fedler, F., "Adjunct Profs Grade Higher Than Faculty at Three Schools", Journalism Educator, V44, N2, Summer 1989). However, a study done at PCC by Iadevaia found "no differences in student success rates for full- and part-time faculty in general, or for science faculty in particular" (Iadevaia, D., A Comparison of Full-time to Part-time Faculty and Full-time to Part-time Science Faculty in Terms of Student Success at Pima Community College, ERIC Document, ED339403, November, 1991).

A major concern in both the popular press and educational journals is the issue of grade inflation. Has the proportion of A's and B's increased over time and is this increase unwarranted? A recent issue of Newsweek, in an article entitled "When A is Average: Duke takes on grade inflation," noted: "How bad is grade inflation? Think of it this way: grades seem to have risen almost as fast as tuition." (Pedersen, D., "When A is Average: Duke takes on grade inflation," Newsweek, March 3, 1997, p. 64). Clardy reported that "In 1993 Harvard University came under attack over grade inflation when an article in Harvard Magazine reported that 91 percent of all grades awarded to Harvard undergraduates for a one-year period were A's and B's" (Clardy, D., "Are Adults Educators Becoming Merchants of Mediocrity," Adult Assessment Forum, Online. InterEd@interEd.com, 1996). Farley believes that "grade inflation is a creeping paralysis in our midst, sapping the strength of our

academic systems. From 1985 to the present, the percentage of A's granted to students increased steadily, especially in the Arts and Humanities, to the point that, in many colleges, A is the most commonly given grade" (Farley, B. "A" Is for Average: The Grading Crisis in Today's College, ERIC Document, ED384383, 1995, p. 3). One response at the community college level to the meaninglessness of grades is to provide exit testing, in order to demonstrate academic competence (Farley, B. "A" Is for Average: The Grading Crisis in Today's College, ERIC Document, ED384383, 1995, p. 15).

G. Van Allen, in his commentary on Educational Morality: A Task of Resisting the Economic Corruption of Academic Excellence (ERIC Document, ED317232, Jan. 1990 p. 8), defined grade inflation as a "rise in grades with an accompanying decline in measured academic achievement in students." He also noted that:

> the community college system has been able to sustain phenomenal growth and credentialling activity in spite of the academic preparation of incoming students. Using John Ritter's commercial message again, 'The fact that it can happen at all is a miracle'. However, no mystical power is at work; grade inflation is. Inflated grades and the decline in standards the educational malpractice reflects, accounts for the productivity. It explains how the system converts students labeled as deficient, negative, and functionally illiterate into college graduates, even honor students. (ERIC Document, ED317232, Jan. 1990. p. 13).

This negative view about the increasing number of A's and B's also was presented in a local paper's editorial, as the writer reflected on the Fall 1993 distribution of course grades at Pima Community College.

In presenting PCC's grade distribution for 1996, we will consider the extent to which the recent pattern of awarding of grades at PCC parallels trends and patterns reported in the literature.

Grades Awarded Over Time

Table 1 presents the distribution of Fall grades for 1981, 1986, 1991, and 1996. It should be noted that In the Fall of 1983, there was a change in the grading options with the elimination of the grade NC (No Credit) and the addition of the letter grade F, and the instructor withdrawal (Y grade). Over the last fifteen years, the total number of grades awarded has increased by 14,357, or 25%. During the same period the success rate (the sum of A's, B's, C's and P's awarded divided by the total number of grades awarded) has increased from 63% to 66%. The proportion of A's has increased from 29% in

1981 to 32% in 1996. This pattern parallels what has happened nationally where A's have become the most frequent grade. In 1981, when no F's were given, the number of withdrawals (including "No Credit" grades) was 31% of the total grades awarded. This has decreased to 25% over the last fifteen years. Since 1986, there has been a slight increase in the D's and F's awarded, increasing from 4% to 7%.

Table 1. Number of Percent of Grades Awarded District Students in Fall Semesters

Grade [a]	1981		1986		1991		1996	
	N	%	N	%	N	%	N	%
A Superior	16,759	29%	18,940	32%	25,993	32%	23,298	32%
B Above Average	11,968	20%	11,531	19%	15,628	20%	14,876	21%
C Average	6,875	12%	6,371	11%	8,765	11%	8,265	11%
P Pass	1,183	2%	2,219	4%	3,264	4%	1,630	2%
Total Successes [b]	36,785	63%	39,061	66%	53,650	67%	48,069	66%
NC (No Credit)	9,221	16%	NA		NA		NA	
W (Official)	9,044	15%	8,680	15%	9,844	12%	8,605	12%
Y (General)	NA		7,327	12%	10,382	13%	9,448	13%
Total Withdrawals [c]	18,265	31%	16,007	27%	20,226	25%	18,053	25%
D Below Average	1,356	2%	1,230	2%	2,003	2%	2,037	3%
F Failure	NA		1,219	2%	2,008	3%	2,884	4%
I Incomplete	2,027	4%	2,000	3%	2,213	3%	1,621	2%
AU Audit	23	<1%	73	<1%	121	<1%	149	<1%
Total Grades	58,456	100%	59,590	100%	80,221	100%	72,813	100%

a Includes grades earned through course work and tests.

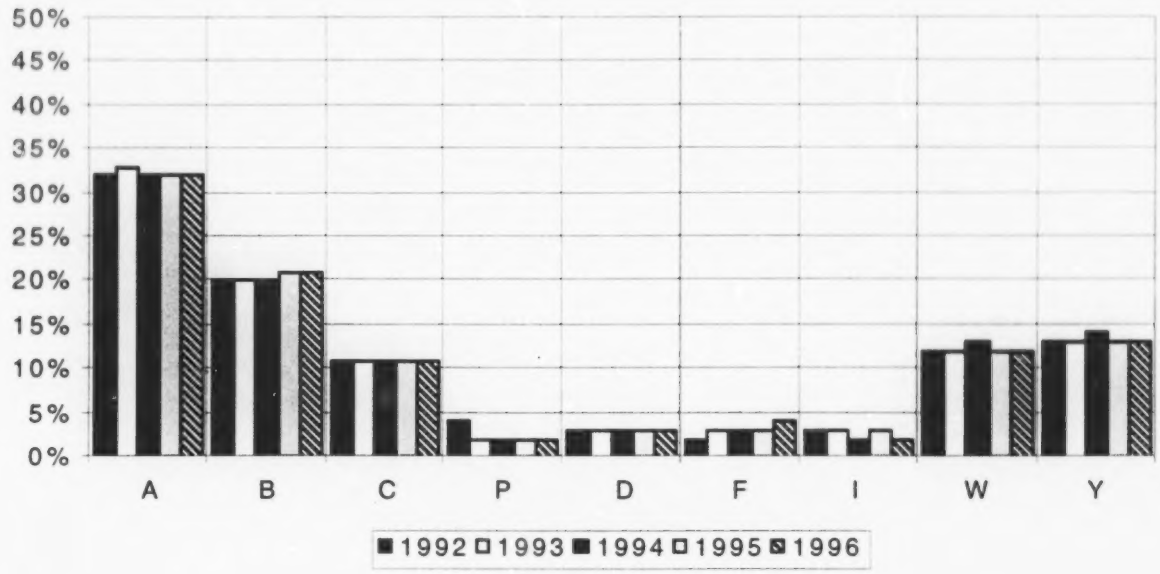
b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = NC's + W's + Y's.

Graph 1 depicts the distribution of grades as a percentage of total grades awarded, for the years 1992 through 1996. The numbers and

percentages are presented in Appendix A, Table A1. The distribution of grades awarded district students in fall semesters has been exceptionally consistent over the last five years. The most frequent grade awarded for fall semesters has been an A and the A's have accounted for nearly one-third of all grades awarded. Successes have accounted for two-thirds of the grades, while the withdrawals, the total of W's and Y's, have been one-fourth of all grades awarded. There has been little change in this proportion since 1986.

Graph 1. The Distribution of Grades as a Percentage of Total Grades Awarded District Students in Fall Semesters

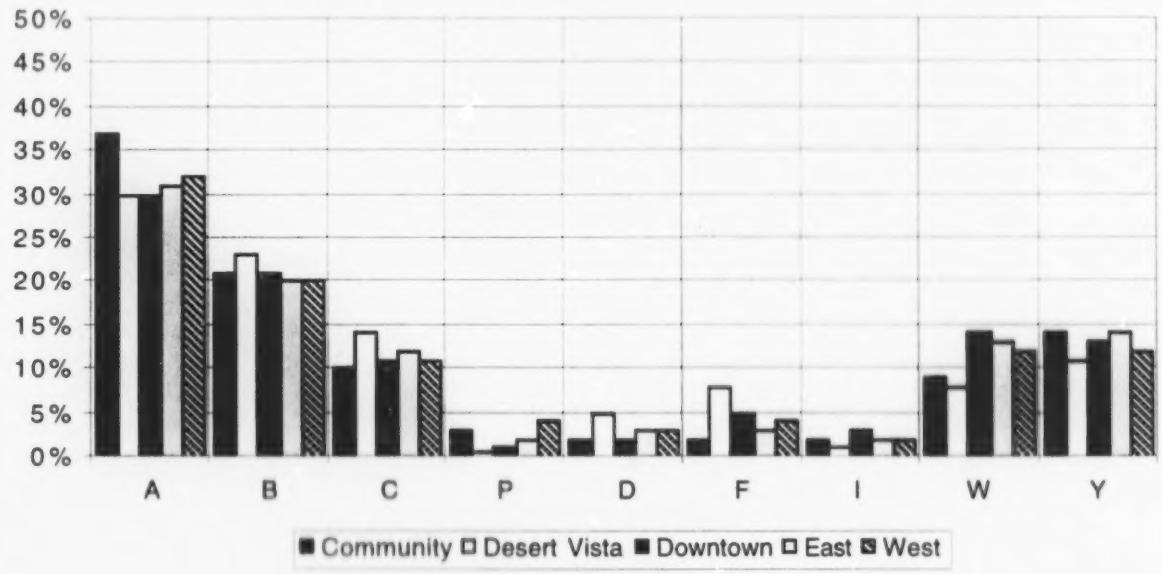


Comparison of Grades by Campus

Graph 2 depicts the distribution of grades for Fall 1996 for each campus. Tables A2 through A6 in Appendix A display the grades awarded for fall semesters between 1992 and 1996 for each campus. In 1996, Community Campus, where instruction is primarily handled by adjunct faculty (in Fall 1996, there were three full-time instructional faculty working for the Community Campus), awarded a higher percentage of A's (by 5 percent or more) than any of the other campuses. This may reflect the tendency, as reported in the literature, for adjunct faculty to grade more easily than full-time faculty. On the other hand, it may reflect the fact that the students attending Community Campus classes are older than students at the other

campuses (PCC Information Technology Report, IRD618, Fall 1996). At the Desert Vista Campus A's accounted for 30% of all grades, compared to 37% at the Community Campus. Two differences between these campuses might account for this discrepancy in the percentage of A's awarded: the Desert Vista Campus enrolls proportionately more minority students and proportionately more younger students than does the Community Campus. The literature indicates that minority students receive fewer A's than White/Anglo students and younger students fewer A's than older ones. The differences between these two campuses were even greater last fall with only 27% of the Desert Vista Campus grades being A's while the A's at the Community Campus accounted for 40% of the grades. A's accounted for 30% of the grades at the Downtown Campus while the other campuses, East and West, had 31% and 32% of their grades as A's.

Graph 2. The Distribution of Grades as a Percentage of Total Grades Awarded by Campus in Fall 1996



Distribution of Grades by Ethnic Groups

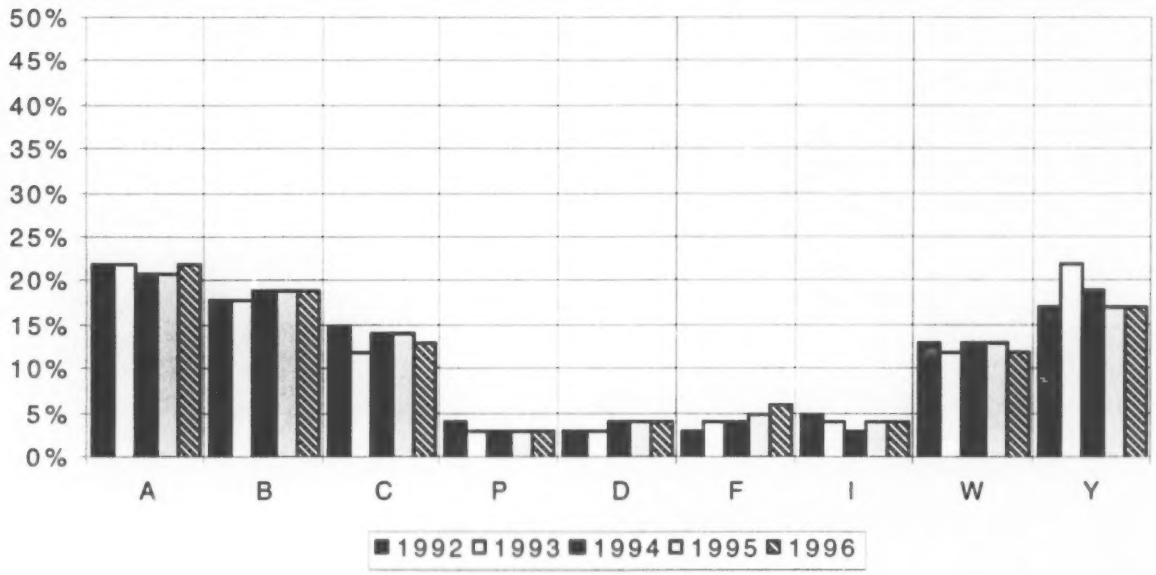
Graphs 3 though 7 present the percentages of letter grades awarded by year for each ethnic group. Table B1 in Appendix B displays the grade information for Fall 1996 by ethnicity. The proportion of "Total Successes"

governs the order of groupings within the tables in Appendix B, thus the first column in Table B1 contains "Anglo/Other" data.

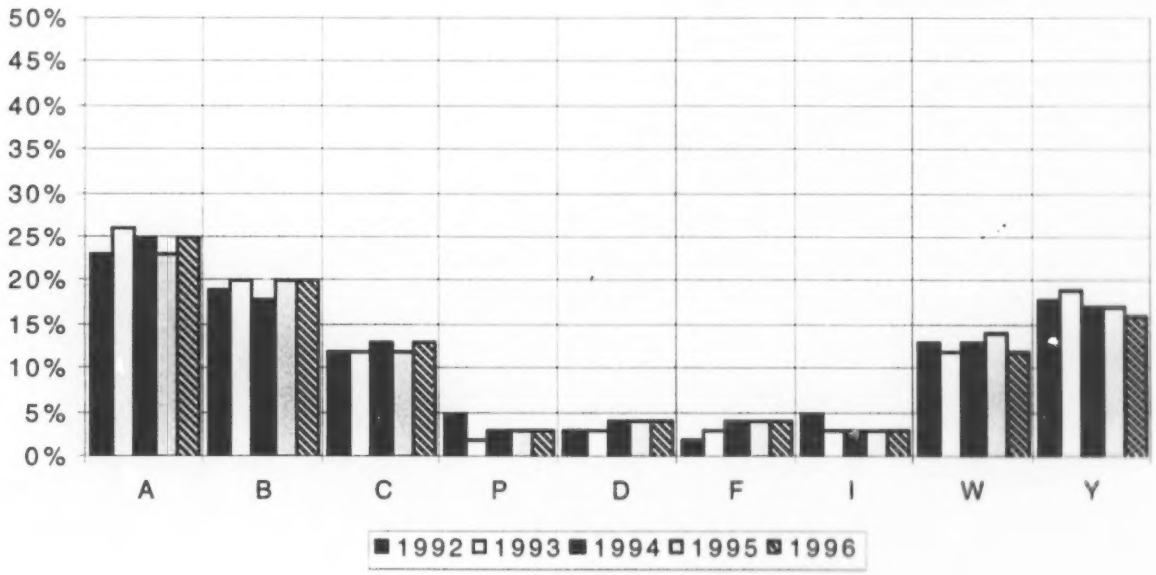
The distribution of A's and B's vary by group, and substantiate the trends reported nationally. Students who are Native Americans (see Graph 3) tend to earn fewer A's and B's than other students and are more likely to withdraw from classes. Of the 2,805 grades awarded to Native American students in the Fall 1996 semester, the A's and B's accounted for 41% while the W's and Y's for 29%. The pattern is much different for both Anglos/ Others (Graph 7) and Asian Americans (Graph 5). Of the 2,903 grades awarded to Asian American students in the Fall 1996 semester, the A's and B's accounted for 53% while the W's and Y's for 23%. The Anglo/Other category had slightly more A's and B's (57% of the total grades awarded) and the same proportion of withdrawals (23%). Hispanics (Graph 6) and African Americans (Graph 4) had lower grades than the Asian Americans or Anglo/Other as measured by the percentage of total successes and the percentage of A's and B's earned. While A's were the most common grade for African Americans and Hispanics, they represented a smaller proportion of all grades awarded to these groups than of all grades awarded to all students at PCC. In addition, the distribution of W's and Y's for these groups was higher than for the college as a whole. The Asian American and the Anglo/ Other students have the lowest percentage of withdrawals. There has been a decline in the proportion of A's earned by Asian Americans, while for the other ethnic groups the proportion has either remained constant (Anglo/Other and Hispanic) or increased (African American, Native American) over prior falls. The highest percentage of successes, as defined as the total of A's, B's, C's, and P's (69%) was for the Anglo/Other student group.

Table B1 in Appendix B presents the 1996 course grade information for all ethnic groups. The differences noted in Graphs 3 - 7 also appear in the table: Of the ethnic groups, Native American students have the lowest proportion of A's. The percentage of Y grades is higher for the traditionally underserved minority populations, African Americans, Hispanics, and Native Americans than for Asian Americans and Anglos/Others. Since academic preparedness was not controlled, the variation in grade distribution may be a reflection of the student's prior academic experience rather than membership in an ethnic grouping.

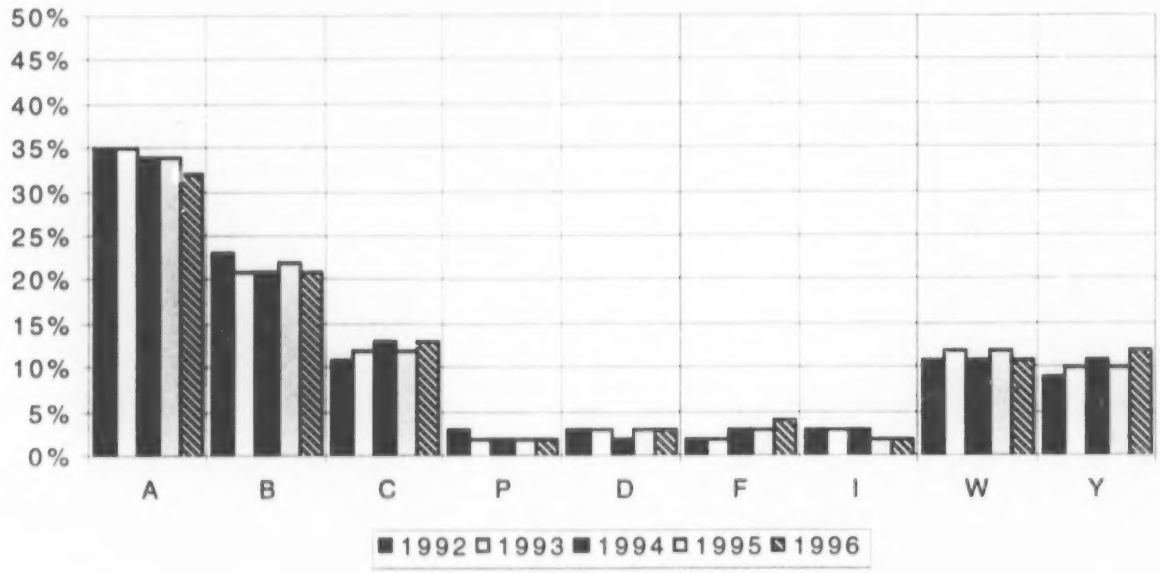
Graph 3. The Distribution of Grades as a Percentage of Total Grades Awarded to Native American Students in Fall Semesters



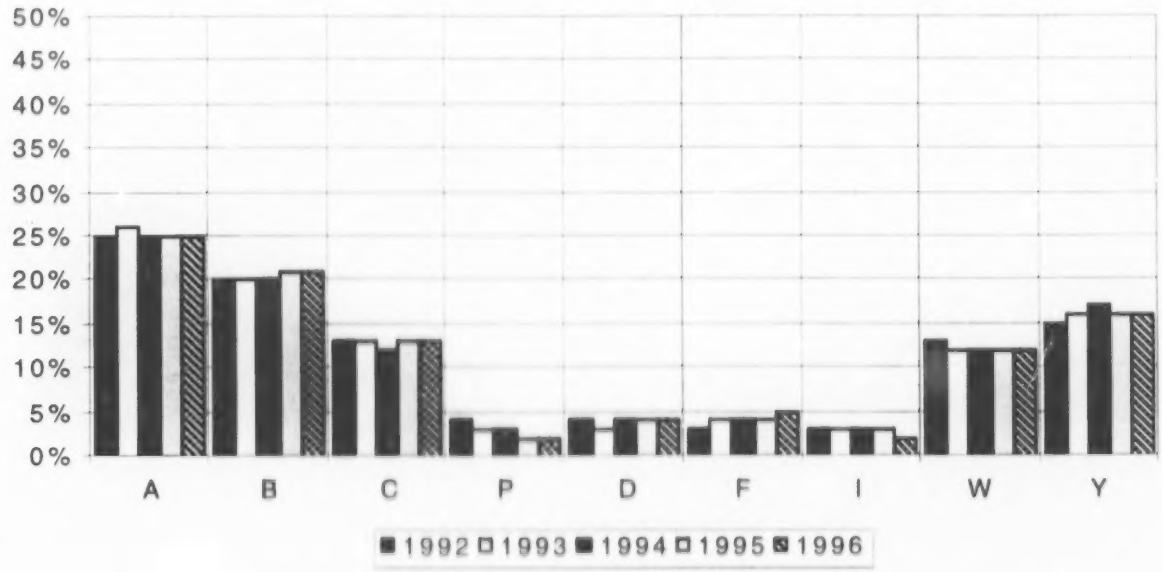
Graph 4. The Distribution of Grades as a Percentage of Total Grades Awarded to African American Students in Fall Semesters



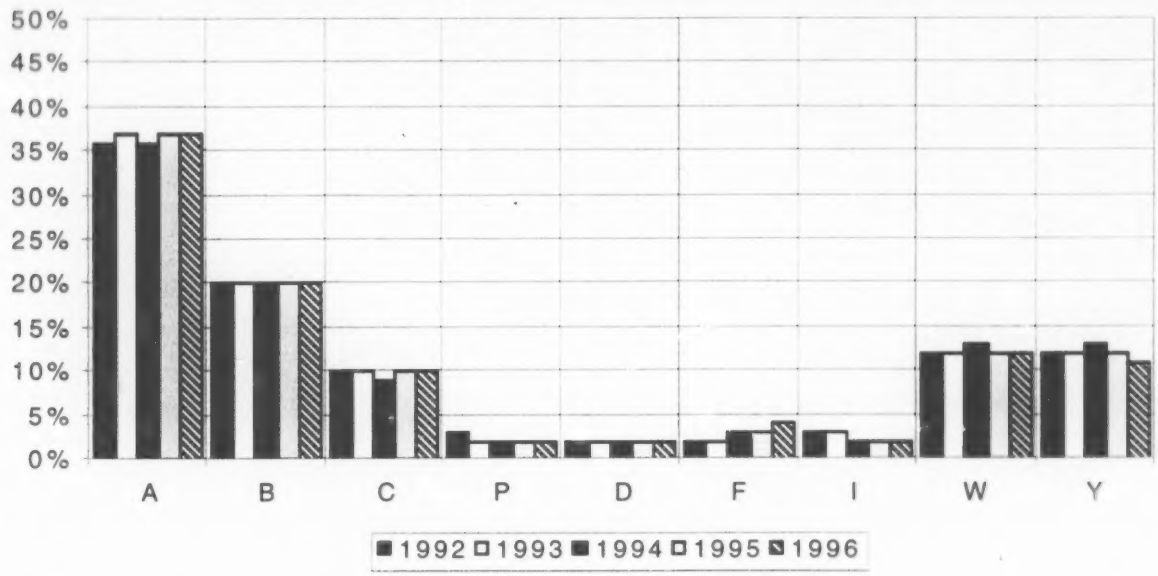
Graph 5. The Distribution of Grades as a Percentage of Total Grades Awarded to Asian American Students in Fall Semesters



Graph 6. The Distribution of Grades as a Percentage of Total Grades Awarded to Hispanic Students in Fall Semesters



Graph 7. The Distribution of Grades as a Percentage of Total Grades Awarded to Anglo/Other Students in Fall Semesters



Distribution of Grades by Gender

Table B2 in Appendix B compares the grades awarded by gender. Consistent with the literature, at PCC, women are more likely to earn A's and B's than men. Fifty-six percent of the grades earned by women in Fall 1996 were A's and B's, compared to 49% of those earned by men. Men also had proportionately more withdrawals than women (27% compared to 23%) and earned 384 more F's.

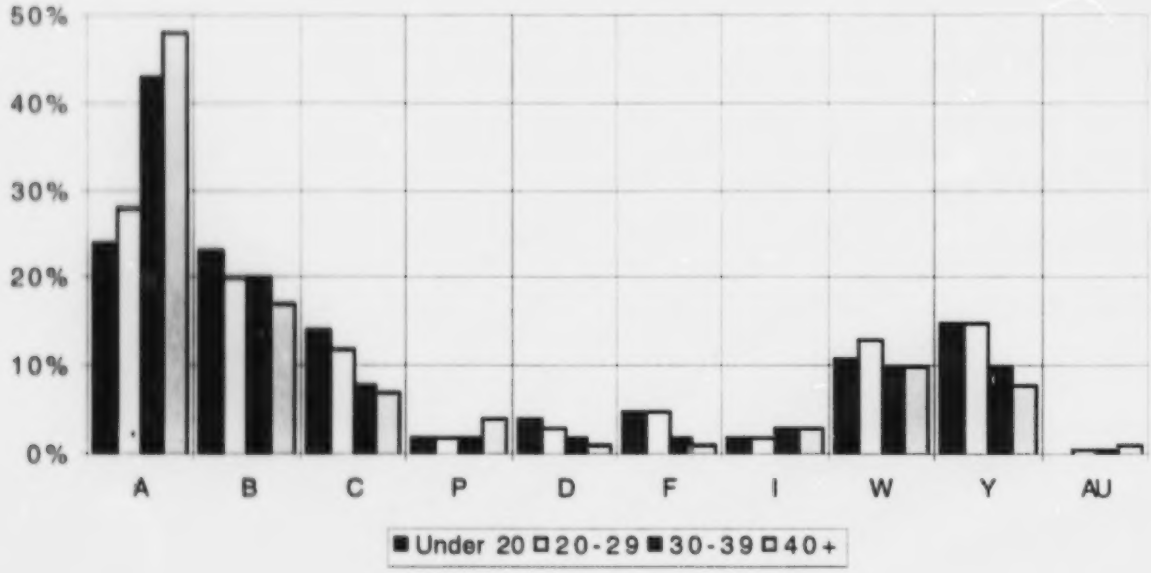
Distribution of Grades by Age Groups

Graph 8 and Table B3 present information on grades by age group. There are four age categories: under 20 years of age, 20-29 years of age, 30-39 years of age, and older than 39 (≥40). In the Fall 1996 distribution of grades awarded, the oldest group of students (≥40) earned the highest proportion of A's, almost 50% of their grades were A's. In fact, almost two-thirds of the grades for the oldest group of students were A's and B's. The age group of

30-39 years had over 40% of their grades as A's. The youngest students had less than one-quarter of their grades as A's. The proportion of withdrawals reflects the opposite trend: the older you are (over 30), the fewer withdrawals.

This pattern of older students having better grades is a national trend. Some researchers ascribe the phenomena to a combination of maturity and life experiences. Regardless of the reason, potential students who are over 30 could be informed that older students tend to do well academically at PCC.

Graph 8. The Distribution of Grades as a Percentage of Total Grades Awarded by Age Groups in Fall 1996



Veteran Status, Pell Grant Status, Day/Extended-Day Classes, Occupational/Non-Occupational Classes

Appendix B contains the tables referred to in this section. Table B4 shows that in 1996, veterans had a higher proportion of "Total Successes" than non-veterans (74% vs. 66%). Pell grant recipients and non-recipients (Table B5) had almost the same proportion (67% and 66% respectively) of

"Total Successes." Table B6 shows that the proportion of "Total Successes" for students enrolled in extended-day classes (70%) was higher than for those in day classes (65%), but age may be a factor here since older students tend to enroll in extended-day classes. Lastly, Table B7 shows the proportion of "Total Successes" for students enrolled in occupational classes (70%) was higher than for students in non-occupational classes (65%).

Implications and Concerns

The overall distribution of grades over the last five years shows that A's are the most frequently awarded grades and account for almost one-third of all grades awarded. This follows the national trend in higher education of awarding mostly A's and B's. However, the percentages used in this report are based on a denominator that includes the number of withdrawal grades. The proportion of A's and B's goes up dramatically if the 25% of the grades that are W's and Y's are excluded. A's and B's account for 72% of the Fall 1996 grades when the W, Y, I, and AU grades are excluded. Using the same exclusions, the A's and B's accounted for 75% of the grades awarded in 1981. While the College may not be experiencing grade inflation since the proportion of A's and B's has declined over the last 15 years, there could be a concern about the very high number of A's and B's that continue to be awarded each fall.

The College may also need to consider the implications of the large number of W's and Y's awarded each fall. Over one-quarter of the grades awarded in Fall 1996 indicated that the student did not complete the course. Anecdotal evidence suggests that sometimes students opt for the grades of W's and Y's in lieu of getting a grade lower than a B, or that instructors award a Y to avoid having to award either a D or an F. This situation was also observed by Barbara L. Farley at Ocean County College: "I personally had a student last semester who withdrew rather than receive a B which would reduce her grade point average. Students can repeat courses ad infinitum or until they receive the desired A" (Farley, B. "A" Is for Average: The Grading Crisis in Today's College, ERIC Document, ED384383, 1995, p. 4-5). While the grades of W and Y have no impact on the grade point average (either semester or cumulative), they may impact the measurement of institutional effectiveness and the awarding of financial aid, inasmuch as a student must make satisfactory academic progress to be eligible for various federal aid programs. The descriptive information in this report (the actual distribution of grades awarded) can serve as a starting point for a discussion of the grading system.

Summary/Conclusions

The overall success and withdrawal rates at PCC have remained relatively constant over the past five years. In addition, the percentage of A's awarded has remained over 30% and represents the most frequent grade awarded. There are group differences. Older students earn proportionately more A's than younger students. Women also earn more A's than men. The differences between ethnic groups support the findings at other institutions: Asian American students and those students who are Anglo/Other have been awarded a higher percentage of A's and B's than students of other backgrounds. Native American students tend to receive fewer A's. There are also differences among campuses. The Community Campus, where adjunct faculty provide the majority of instruction, the students are older than those at the other campuses, and most classes occur in the evening, awarded the highest proportion of A's.

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Appendix A

Table A1. Number and Percent of Grades Awarded District Students in Fall Semesters

Grade [a]	1992		1993		1994		1995		1996	
	N	%	N	%	N	%	N	%	N	%
A Superior	26,808	32%	25,489	33%	24,380	32%	24,039	32%	23,298	32%
B Above Average	16,338	20%	15,274	20%	15,090	20%	15,327	21%	14,876	21%
C Average	8,911	11%	8,573	11%	8,191	11%	8,371	11%	8,265	11%
P Pass	3,076	4%	1,815	2%	1,879	2%	1,736	2%	1,630	2%
Total Successes [b]	55,133	67%	51,151	66%	49,540	65%	49,473	66%	48,069	66%
Withdrawals										
W (Official)	9,806	12%	9,283	12%	9,525	13%	9,271	12%	8,605	12%
Y (General)	10,631	13%	10,354	13%	10,844	14%	9,897	13%	9,448	13%
Total Withdrawals [c]	20,437	25%	19,637	25%	20,369	27%	19,168	25%	18,053	25%
D Below Average	2,138	3%	1,974	3%	2,035	3%	2,056	3%	2,037	3%
F Failure	1,960	2%	2,104	3%	2,289	3%	2,541	3%	2,884	4%
I Incomplete	2,560	3%	2,091	3%	1,832	2%	1,888	3%	1,621	2%
AU Audit	154	<1%	177	<1%	169	<1%	172	<1%	149	<1%
Total Grades	82,382	100%	77,134	100%	76,234	100%	75,298	100%	72,813	100%

a Includes grades earned through course work and tests.
b Total Successes = A's + B's + C's + P's.
c Total Withdrawals = W's + Y's.

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Table A2. Number and Percent of Grades Awarded Community Campus Students in Fall Semesters

Grade [a]	1992		1993		1994		1995		1996	
	N	%	N	%	N	%	N	%	N	%
A Superior	5,499	38%	4,033	39%	3,708	37%	4,049	40%	3,396	37%
B Above Average	3,008	21%	2,330	23%	2,254	23%	2,276	22%	1,993	21%
C Average	1,433	10%	1,056	10%	1,083	11%	1,011	10%	967	10%
P Pass	691	5%	145	1%	149	2%	139	1%	245	3%
Total Successes [b]	10,631	74%	7,564	73%	7,194	73%	7,475	73%	6,601	71%
Withdrawals										
W (Official)	1,144	8%	820	8%	888	9%	812	8%	812	9%
Y (General)	1,720	12%	1,363	13%	1,304	13%	1,388	13%	1,276	14%
Total Withdrawals [c]	2,864	20%	2,183	21%	2,192	22%	2,200	21%	2,088	23%
D Below Average	256	2%	214	2%	203	2%	222	2%	214	2%
F Failure	170	1%	97	1%	137	1%	165	2%	165	2%
I Incomplete	439	3%	260	3%	184	2%	206	2%	167	2%
AU Audit	22	<1%	25	<1%	12	<1%	18	<1%	8	<1%
Total Grades	14,382	100%	10,343	100%	9,922	100%	10,286	100%	9,243	100%

[a] Includes grades earned through course work and tests.

[b] Total Successes = A's + B's + C's + P's.

[c] Total Withdrawals = W's + Y's.

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Table A3. Number and Percent of Grades Awarded Desert Vista Campus Students in Fall Semesters

Grade [a]	1992		1993		1994		1995		1996	
	N	%	N	%	N	%	N	%	N	%
A Superior	1,043	37%	1,214	32%	1,249	30%	1,066	27%	1,194	30%
B Above Average	571	20%	772	21%	882	21%	915	23%	881	23%
C Average	276	10%	463	12%	533	13%	540	13%	557	14%
P Pass	78	3%	10	<1%	29	1%	3	<1%	7	<1%
Total Successes [b]	1,968	70%	2,459	65%	2,693	65%	2,524	63%	2,639	67%
Withdrawals										
W (Official)	271	10%	441	12%	505	13%	485	12%	325	8%
Y (General)	362	13%	481	13%	626	15%	535	13%	445	11%
Total Withdrawals [c]	633	23%	922	25%	1,131	28%	1,020	25%	770	19%
D Below Average	81	3%	137	4%	150	3%	176	5%	179	5%
F Failure	72	2%	151	4%	139	3%	231	6%	322	8%
I Incomplete	53	2%	53	1%	38	1%	48	1%	36	1%
AU Audit	11	<1%	16	1%	7	<1%	4	<1%	5	<1%
Total Grades	2,818	100%	3,738	100%	4,158	100%	4,003	100%	3,951	100%

[a] Includes grades earned through course work and tests.

[b] Total Successes = A's + B's + C's + P's.

[c] Total Withdrawals = W's + Y's.

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Table A4. Number and Percent of Grades Awarded Downtown Campus Students in Fall Semesters

Grade [a]	1992		1993		1994		1995		1996	
	N	%	N	%	N	%	N	%	N	%
A Superior	6,371	31%	6,377	32%	6,251	30%	6,190	31%	6,039	30%
B Above Average	3,895	19%	3,683	18%	3,847	19%	3,941	20%	4,122	21%
C Average	2,147	10%	2,182	11%	2,054	10%	2,196	11%	2,125	11%
P Pass	379	2%	256	1%	328	2%	191	1%	159	1%
Total Successes [b]	12,792	62%	12,498	62%	12,480	61%	12,518	63%	12,445	63%
Withdrawals										
W (Official)	2,943	14%	2,763	14%	2,930	14%	2,694	14%	2,671	14%
Y (General)	3,098	15%	3,127	15%	3,432	17%	2,630	13%	2,669	13%
Total Withdrawals [c]	6,041	29%	5,890	29%	6,362	31%	5,324	27%	5,340	27%
D Below Average	626	3%	496	2%	450	2%	495	3%	486	2%
F Failure	429	2%	572	3%	645	3%	758	4%	992	5%
I Incomplete	845	4%	714	4%	665	3%	657	3%	553	3%
AU Audit	37	<1%	39	<1%	44	<1%	40	<1%	34	<1%
Total Grades	20,770	100%	20,209	100%	20,646	100%	19,792	100%	19,850	100%

[a] Includes grades earned through course work and tests.

[b] Total Successes= A's + B's + C's + P's.

[c] Total Withdrawals = W's + Y's.

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Table A5. Number and Percent of Grades Awarded East Campus Students in Fall Semesters

Grade [a]		1992		1993		1994		1995		1996	
		N	%	N	%	N	%	N	%	N	%
A	Superior	3,450	31%	3,633	33%	3,509	32%	3,347	31%	3,042	31%
B	Above Average	2,428	22%	2,139	20%	2,174	20%	2,323	21%	2,034	20%
C	Average	1,323	12%	1,244	12%	1,251	11%	1,262	12%	1,239	12%
P	Pass	334	3%	254	2%	313	3%	311	3%	167	2%
Total Successes [b]		7,535	68%	7,270	67%	7,247	66%	7,243	67%	6,482	65%
Withdrawals											
W	(Official)	1,202	11%	1,358	13%	1,362	12%	1,335	12%	1,263	13%
Y	(General)	1,481	14%	1,427	13%	1,572	14%	1,413	13%	1,439	14%
Total Withdrawals [c]		2,683	25%	2,785	26%	2,934	26%	2,748	25%	2,702	27%
D	Below Average	328	3%	283	3%	327	3%	332	3%	316	3%
F	Failure	246	2%	270	2%	274	3%	370	3%	279	3%
I	Incomplete	242	2%	237	2%	201	2%	185	2%	149	2%
AU	Audit	13	<1%	16	<1%	19	<1%	17	<1%	14	<1%
Total Grades		11,047	100%	10,861	100%	11,002	100%	10,895	100%	9,942	100%

[a] Includes grades earned through course work and tests.

[b] Total Successes = A's + B's + C's + P's.

[c] Total Withdrawals = W's + Y's.

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Table A6. Number and Percent of Grades Awarded West Campus Students in Fall Semesters

Grade [a]	1992		1993		1994		1995		1996	
	N	%	N	%	N	%	N	%	N	%
A Superior	10,445	31%	10,232	32%	9,663	32%	9,387	31%	9,627	32%
B Above Average	6,436	19%	6,350	20%	5,933	19%	5,872	19%	5,846	20%
C Average	3,732	11%	3,628	11%	3,270	11%	3,362	11%	3,377	11%
P Pass	1,594	5%	1,150	3%	1,060	3%	1,092	4%	1,052	4%
Total Successes [b]	22,207	66%	21,360	66%	19,926	65%	19,713	65%	19,902	67%
Withdrawals										
W (Official)	4,246	13%	3,901	12%	3,840	13%	3,945	13%	3,534	12%
Y (General)	3,970	12%	3,956	13%	3,910	13%	3,931	13%	3,619	12%
Total Withdrawals [c]	8,216	25%	7,857	25%	7,750	26%	7,876	26%	7,153	24%
D Below Average	847	3%	844	3%	905	3%	831	3%	842	3%
F Failure	1,043	3%	1,014	3%	1,094	4%	1,017	3%	1,126	4%
I Incomplete	981	3%	827	3%	744	2%	792	3%	716	2%
AU Audit	71	<1%	81	<1%	87	<1%	93	<1%	88	<1%
Total Grades	33,365	100%	31,983	100%	30,506	100%	30,322	100%	29,827	100%

[a] Includes grades earned through course work and tests.

[b] Total Successes = A's + B's + C's + P's.

[c] Total Withdrawals = W's + Y's.

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Appendix B

Table B1. Number and Percent of Grades Awarded District Students by Ethnicity in Fall 1996

Grade [a]	Anglo & Others		Asian American		Hispanics		African American		Native American	
	N	%	N	%	N	%	N	%	N	%
A Superior	15,709	37%	919	32%	5,294	25%	754	25%	622	22%
B Above Average	8,577	20%	625	21%	4,535	21%	603	20%	536	19%
C Average	4,301	10%	381	13%	2,821	13%	389	13%	373	13%
P Pass	880	2%	55	2%	510	2%	105	3%	80	3%
Total Successes [b]	29,467	69%	1,980	68%	13,160	61%	1,851	61%	1,611	57%
Withdrawals										
W (Official)	4,990	12%	329	11%	2,582	12%	360	12%	344	12%
Y (General)	4,777	11%	355	12%	3,338	16%	500	16%	478	17%
Total Withdrawals [c]	9,767	23%	684	23%	5,920	28%	860	28%	822	29%
D Below Average	958	2%	80	3%	786	4%	108	4%	105	4%
F Failure	1,376	4%	103	4%	1,105	5%	132	4%	168	6%
I Incomplete	902	2%	50	2%	491	2%	81	3%	97	4%
AU Audit	121	<1%	6	<1%	19	<1%	1	<1%	2	<1%
Total Grades	42,591	100%	2,903	100%	21,481	100%	3,033	100%	2,805	100%

[a] Includes grades earned through course work and tests.

[b] Total Successes = A's + B's + C's + P's.

[c] Total Withdrawals = W's + Y's.

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Table B2. Number and Percent of Grades Awarded District Students by Gender in Fall 1996

Grade [a]	Women		Men	
	N	%	N	%
A Superior	13,805	35%	9,493	29%
B Above Average	8,295	21%	6,581	20%
C Average	4,351	11%	3,914	12%
P Pass	932	2%	698	2%
Total Successes [b]	27,383	69%	20,686	63%
Withdrawals				
W (Official)	4,392	11%	4,213	13%
Y (General)	4,716	12%	4,732	14%
Total Withdrawals [c]	9,108	23%	8,945	27%
D Below Average	1,027	3%	1,010	3%
F Failure	1,250	3%	1,634	5%
I Incomplete	929	2%	692	2%
AU Audit	108	<1%	41	<1%
Total Grades	39,805	100%	33,008	100%

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

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Table B3. Number and Percent of Grades Awarded District Students by Age in Fall 1996

Grade [a]	≥40 Years		30-39 Years		Under 20 Years		20-29 Years	
	N	%	N	%	N	%	N	%
A Superior	4,489	48%	4,999	43%	3,444	24%	10,332	28%
B Above Average	1,604	17%	2,305	20%	3,283	23%	7,662	20%
C Average	608	7%	943	8%	2,111	14%	4,590	12%
P Pass	373	4%	270	2%	321	2%	662	2%
Total Successes [b]	7,074	76%	8,517	73%	9,159	63%	23,246	62%
Withdrawals								
W (Official)	905	10%	1,197	10%	1,619	11%	4,866	13%
Y (General)	756	8%	1,162	10%	2,089	15%	5,426	15%
Total Withdrawals [c]	1,661	18%	2,359	20%	3,708	26%	10,292	28%
D Below Average	117	1%	156	2%	637	4%	1,126	3%
F Failure	140	1%	250	2%	783	5%	1,710	5%
I Incomplete	255	3%	293	3%	230	2%	843	2%
AU Audit	85	1%	26	<1%	0	0%	31	<1%
Total Grades	9,332	100%	11,601	100%	14,517	100%	37,248	100%

[a] Includes grades earned through course work and tests.

[b] Total Successes = A's + B's + C's + P's.

[c] Total Withdrawals = W's + Y's.

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Table B4. Number and Percent of Grades Awarded District Students by Veteran Status in Fall 1996

Grade [a]	Veterans		Non-veterans	
	N	%	N	%
A Superior	1,269	38%	22,029	32%
B Above Average	743	23%	14,133	20%
C Average	370	11%	7,895	12%
P Pass	48	2%	1,582	2%
Total Successes [b]	2,430	74%	45,639	66%
Withdrawals				
W (Official)	313	9%	8,292	12%
Y (General)	294	9%	9,154	13%
Total Withdrawals [c]	607	18%	17,446	25%
D Below Average	79	2%	1,958	3%
F Failure	115	4%	2,769	4%
I Incomplete	69	2%	1,552	2%
AU Audit	2	<1%	147	<1%
Total Grades	3,302	100%	69,511	100%

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

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Table B5. Number and Percent of Grades Awarded District Students by Pell Grant Status in Fall 1996

Grade [a]	Pell Grant Students		Non-Pell Students	
	N	%	N	%
A Superior	5,680	31%	17,618	33%
B Above Average	3,895	21%	10,981	20%
C Average	2,231	12%	6,034	11%
P Pass	449	3%	1,181	2%
Total Successes [b]	12,255	67%	35,814	66%
Withdrawals				
W (Official)	2,021	11%	6,584	12%
Y (General)	2,234	12%	7,214	13%
Total Withdrawals [c]	4,255	23%	13,798	25%
D Below Average	585	3%	1,452	3%
F Failure	753	4%	2,131	4%
I Incomplete	464	3%	1,157	2%
AU Audit	8	<1%	141	<1%
Total Grades	18,320	100%	54,493	100%

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

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Table B6. Number and Percent of Grades Awarded District Students by Day/Extended-Day Classes in Fall 1996

Grade [a]	Extended-Day Class		Day Class	
	N	%	N	%
A Superior	7,456	38%	15,842	30%
B Above Average	3,951	20%	10,925	21%
C Average	1,975	10%	6,290	12%
P Pass	319	2%	1,311	2%
Total Successes [b]	13,701	70%	34,368	65%
Withdrawals				
W (Official)	1,982	10%	6,623	13%
Y (General)	2,487	13%	6,961	13%
Total Withdrawals [c]	4,469	23%	13,584	26%
D Below Average	405	2%	1,632	3%
F Failure	535	3%	2,349	4%
I Incomplete	394	2%	1,227	2%
AU Audit	69	<1%	80	<1%
Total Grades	19,573	100%	53,240	100%

[a] Includes grades earned through course work and tests.

[b] Total Successes = A's + B's + C's + P's.

[c] Total Withdrawals = W's + Y's.

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Table B7. Number and Percent of Grades Awarded District Students by Occupational/Non-Occupational Classes in Fall 1996

Grade [a]	Occupational Class		Non-Occupational Class	
	N	%	N	%
A Superior	6,809	38%	16,489	30%
B Above Average	3,673	20%	11,203	21%
C Average	1,806	10%	6,459	12%
P Pass	328	2%	1,302	2%
Total Successes [b]	12,616	70%	35,453	65%
Withdrawals				
W (Official)	1,723	10%	6,882	12%
Y (General)	2,013	11%	7,435	14%
Total Withdrawals [c]	3,736	21%	14,317	26%
D Below Average	455	3%	1,582	3%
F Failure	651	4%	2,233	4%
I Incomplete	396	2%	1,225	2%
AU Audit	42	<1%	107	<1%
Total Grades	17,896	100%	54,917	100%

[a] Includes grades earned through course work and tests.

[b] Total Successes = A's + B's + C's + P's.

[c] Total Withdrawals = W's + Y's.

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